

St Edward's Science Curriculum Map 2020-2021

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Year 3				UPTON PARW		
ON PAR ^K Working Scientifically	Animals Including Humans	Plants	Forces & Magnets	Living Things and Their Habitats	Light	Rocks
Ask relevant	National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum	National
questions and use different types of	Learning Objectives:	Learning Objectives:	Learning Objectives:	Learning Objectives:	Learning Objectives:	<u>Curriculum</u> Learning
scientific enquiries	Identify that humans	Identify and describe	Compare how things	Explore and compare	Notice that light is	Objectives:
to answer them.	and some other animals	the functions of	move on different	the differences	reflected from surfaces.	
I can ask questions	have skeletons and	different parts of	surfaces.	between things that	I can show that light is	Recognise
and use different	muscles for support,	flowering plants: roots,	I can compare how things	are living, dead, and	reflected from surfaces.	that soils are
types of scientific	protection and movement.	stem/trunk, leaves and	move on different	things that have never	Recognise that he/she	made from
enquiries to answer	I can explain why	flowers.	surfaces.	been alive.	needs light in order to	rocks and
them.	humans and some other	I can explain what	Notice that some forces	I can explain the	see things and that	organic
Set up simple	animals have skeletons	different parts of	need contact between	differences between	dark is the absence of	matter.
practical enquiries,		flowering plants do.	two objects but	things that are living,	light.	I can explain
comparative and	and muscles.	Explore the	magnetic forces can act	dead and things that	I can explain that I need	that soils are
fair tests	Identify that animals	requirements of plants	at a distance.	have never been alive.	light in order to see	made from
I can set up simple	Identify that animals, including humans, need	for life and growth (air,	I can see that some		things and that dark is	rocks and
practical enquiries,	the right types and	light, water, nutrients	forces need contact	Identify that most	the absence of light.	organic
comparative and	•	from soil, and room to	between two objects but	living things live in	Recognise that light	matter.
fair tests.	amount of nutrition,	grow), and how they	magnetic forces can act	habitats to which they	from the sun can be	Describe in
Make systematic	and that they cannot	vary from plant to	at a distance.	are suited and describe	dangerous and that	simple terms
and careful	make their own food;	plant.	Compare and group	how different habitats	there are ways to	how fossils
observations and,	they get nutrition from	I can explore the	together a variety of	provide for the basic	protect eyes.	are formed
where	what they eat.	requirements of plants	everyday materials on	needs of different kinds	I can explain that light	when things
appropriate, take	I can identify that	for life and growth and	the basis of whether or	of animals and plants,	from the sun can be	that have
accurate	animals, including	how they vary from	not they are attracted to	and how they depend	dangerous and that	lived are
measurements	humans, need the right	plant to plant.	a magnet, and identify	on each other	there are ways to	trapped
using standard	types and amount of	Investigate the way in	some magnetic	I can explain that most	protect eyes.	within rock.
units, using a	nutrition, and that they	which water is	materials.	living things live in	Recognise that	I can describe
range of	cannot make their own	transported within	I can compare and group	habitats which suit	shadows are formed	simply how
equipment,	food; they get nutrition	plants.	some materials on the	them and depend on	when the light from a	fossils are
including	from what they eat.		basis of whether or not	each other.		formed when

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thermometers and St	Edward's Science (Lettige Um Ma	ap 2020-2021	light source is blocked	things that
data loggers.	way in which water is	magnet, and identify	Identify and name a		have lived a
I can make	transported within	some magnetic	variety of plants and	I can show how	trapped
powservations and	plants.	some magnetic materials.	animals in their	shadows are formedPTON	within rock
take	Explore the part that	Observe how magnets	habitats, including	when the light from a	Compare a
measurements	flowers play in the life	attract or repel each	micro-habitats	light source is blocked	group
using standard	cycle of flowering	other and attract some	I can name some plants	by a solid object.	together
units, using a range	plants, including	materials and not	and animals in their	Find patterns in the	different
of equipment,	pollination, seed	others.	habitats including	way that the size of	kinds of ro
including	formation and seed	I can observe how	micro-habitats.	shadow's change.	on the bas
thermometers and	dispersal.	magnets attract or repel		I can show that there	of their
data loggers.	I can explore the part	each other and attract	Describe how animals	are patterns in the way	appearanc
Gather, record,	that flowers play in the	some materials and not	obtain their food from	that the size of	and simple
classify and	<i>life cycle of flowering</i>	others.	plants and other	shadow's change.	physical
present data in a	plants, including	Describe magnets as	animals, using the idea	_	properties
variety of ways to	pollination, seed	having two poles.	of a simple food chain,		l can exam
help with	formation and seed	I can describe magnets as	and identify and name		and do
answering	dispersal.	having two poles.	different sources of		practical
questions.		Predict whether two	food.		experimen
I can gather,		magnets will attract or	I can explain how		on various
record, classify and		repel each other,	animals get their food		types of ro
present data in a		depending on which	from plants and other		in order to
variety of ways to		poles are facing.	animals using a simple		group ther
help with		I can predict whether two	food chain.		on the bas
answering		magnets will attract or			of their
questions.		repel each other,			appearanc
Record findings		depending on which			and simple
using simple		poles are facing.			physical
scientific language,					properties
drawings, labelled					
diagrams, keys,					
bar charts, and					
tables.					
I can record					
findings using					
simple scientific					

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S	Tanguage,	St Edward	's Science (urriculum Ma	p 2020-2021	S the
	drawings, labelled				.p _0_0 _0	
	diagrams, keys, bar		V	0.0 × 2		
UPTON	penarts, and tables.		T	ear 3		UPTON PARK
	Report on findings					
	from enquiries,					
	including oral and					
	written					
	explanations,					
	displays or					
	presentations of					
	results and					
	conclusions					
	I can report on					
	findings from					
	enquiries, including					
	spoken and written					
	explanations,					
	displays or					
	presentations of					
	results and					
	conclusions.					
	Use results to					
	draw simple					
	conclusions, make predictions for					
	new values,					
	suggest					
	improvements and					
	raise further					
	questions					
	I can use results to					
	draw simple					
	conclusions, make					
	predictions for new					
	values, suggest					

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S Improvements and	St Edward's Science C	urriculum Ma	ap 2020-2021	S 鞭 (
Taise further				
questions.	V	ear 3		
UPTON Platentify	ľ	ear J		UPTON PARK
differences,				
similarities or				
changes related to				
simple scientific				
ideas and				
processes				
I can explain				
differences,				
similarities or				
changes related to				
simple scientific				
ideas and				
processes.				
Use				
straightforward				
scientific evidence				
to answer				
questions or to				
support his/her findings				
I can use straight				
forward scientific				
evidence to answer				
questions or to				
support my				
findings.				

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